

Ontario. Education Dept.

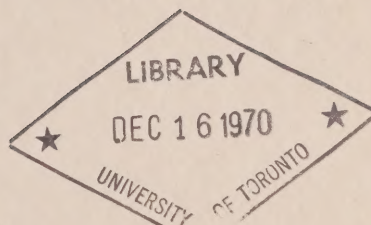
[Statements by the Minister of Education to the Legislative Assembly of Ontario]



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Response: a public responsibility



1970/71

A Statement by the Honourable William G. Davis, Minister of Education, on the Introduction of the Estimates of the Ontario Department of Education (as extracted from the Official Reports of the Legislature of Ontario Debates, October 1970).



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(as extracted from the Official Reports of the
Legislature of Ontario Debates, October 1970)

Questions interposed by Members of the Legislative
Assembly and some repetitive material have been omitted
from the original text. The sequence and content thereof
have not otherwise been altered.

Contents

Statement by the Minister of Education	1
School Business Administration	7
Architectural Services	
School Plant Approvals Section: Cost Control Procedure	
School Planning and Building Research	
Provincial Grants	
Teacher Education	9
Professional Development	
Teachers for Special Education	
Teacher Exchange	
Curriculum Development	12
Major Concern	
Resource Services	
Program Consultants	
Curriculum Guides	
Workshops and In-service Courses	
Computers and Data Processing	15
Educational Television	16
Colleges of Applied Arts and Technology	18
Special Assistance for Isolated Elementary Schools in Territorial Districts	20
The Northern Corps	
Moosonee Education Centre	
Special Education	21
Emotionally and/or Socially Maladjusted Children	
Physically Handicapped Children	
Visually Handicapped Children	
Mentally Handicapped Children	
Ontario Hospital Schools	
Curriculum	
Assessment and Programming	
Learning Disabled Children	
Education for the Blind and the Deaf	
Libraries	25
Correspondence Courses	26
Youth and Recreation	27
Council of Ministers of Education, Canada	29
Conclusion	31



MINISTER OF EDUCATION

Mr. Chairman:

I think it would be appropriate to begin by referring to the enlarged jurisdictions for educational programming in this province. I think that one can begin to see, emerging from the change that has taken place, some of the very positive aspects of the enlargement of the school administrative units. We can see this now from the standpoint of certain economic factors. We can see it from the standpoint of the availability of capital provisions and the assessments that are being made by the school boards themselves.

In any assessment of this kind, one must also take into account the situation that existed in 1968. It is very encouraging to note that on our preliminary examination of the figures in 1969 and 1970 it would appear that the percentage increase in cost in 1969 over 1968 is somewhat less than 1968 over 1967, and that this was the trend as well in 1970 over 1969. It would indicate, that with all the difficulties that were experienced a year and a half ago as far as total expenditures were concerned, as far as increase on a percentage basis of cost was concerned, that the enlarged jurisdictions in fact have not imposed any significant additional burden in total dollars. There is every real indication that in total dollar terms the cost increase appears to be tapering off to some degree.

However, when one makes these comparisons, one has to keep in mind that we are dealing with rather different situations. We are dealing with county boards now, or larger boards, that have taken upon themselves some very real responsibilities that were not part of their prior responsibilities with respect to supervision, development of curriculum and a more autonomous role as far as education is concerned.

We have endeavoured within the Department, and as a matter of government policy, to recognize that local communities have a very real role philosophically in the development of an educational program as it applies to the young people within those communities. I reject the philosophy whereby education will be totally centralized within the Department of Education in this province. In this day and age, with the changes that are taking place

in our society, this, in my view, would not be the appropriate direction to take. When we expect local boards to have some responsibility, some autonomy, we must anticipate that they must discharge these responsibilities themselves.

The past couple of years have been rather traumatic times for the school boards. A great deal of work has been done, a great deal has been accomplished. There has been the equalization within the counties themselves, equalization of salary situations, establishment of administration procedures, an assessment of total needs of the school board jurisdictions.

To give one or two economic indications: It is encouraging that in the area of capital investment a substantial number of boards have been able to reduce the estimates that were emerging three years ago with respect to capital requirements. It is now possible for a county board to assess the number of pupil places available throughout the total county, for example, and then determine where it can adequately either add to or move students to see that we are getting maximum utilization of the school plants themselves. It is also now possible for the boards to take a look at a more efficient use of the school plant, and they are in the process of doing this.

I do not suggest that there have been no hardships to the people, the hardship being basically in that area of mill rate, with the understanding that with the equalizing factors one is endeavouring to treat everybody the same. This is the whole basis of what is being done with respect to the distribution of costs. One can argue as to better ways and means of distribution, and I am quite prepared to discuss this with anyone. But when it comes to total dollar commitment - total assessment of the programs of the new school jurisdictions - one can be very encouraged (a) as to the total amount, and (b) as to the way the school systems themselves are being administered internally.

One can visit any of the jurisdictions and find a substantial degree of expertise with respect to school planning and school utilization now coming into being. For example, a recognition that if you have a school of some 1,200 or 1,300 students, perhaps there are more efficient

ways of distributing teacher loads; or a recognition that it might cost less to transport a busload of children from point A to point B, rather than have schools that one could say are totally competing with each other 10 or 15 miles apart.

To cite the case in the past: One of the problems we faced in this province for years was the very understandable and human desire on the part of the 4,000-plus school boards and the municipalities to have their schools in the centre of their municipality to serve their children. But when you begin to assess today the real impact, realizing that young people are perhaps not as concerned about boundaries as we traditionally have been, there is no question that in the area of capital expenditure millions of dollars are in the process of being saved by the establishment of the larger school units. There have been savings within some county jurisdictions as of the year 1970. This is how immediate that type of response has been to this kind of program.

There is a tendency to relate some of the problems of education today to the question of administration, the question of boundaries, or the question of just what structure has been developed. But many of the things we face in education today would have been with us, are with us and will continue to be with us, without any relationship whatsoever to the type of administrative organization that is there. Among them are the question of young people within the school system challenging some of the traditional ways of the educational process and the question of teachers becoming more involved, wanting to develop a different approach, and to develop some of their own curriculum.

This is part of what is happening in the educational community today, and it should be encouraged. When we centre on economics and our desire to create greater efficiency, we sometimes forget there are other things of relevance happening in the school system which should be of concern and interest to all of us. While we sometimes emphasize the negative of what is happening, we can be very encouraged by the response of the vast majority of students within the school system of this province. There are people in the community, and understandably so, who have developed a certain concern and perhaps a negative attitude because of things they see happening with the

very small minority of young people in this province. But I, for one, am very encouraged by the constructive attitudes, the responsibility and the talents that are being expressed by the young people in the Ontario school system.

I might also say, not that it is any comfort for any of us, that what we are experiencing here in the field of education is not unique to Ontario. I refer to the unrest, the concern, the desire for change, and yet, the reluctance to accept change, which are part of what we are going through. This is something that is evidenced in every other provincial jurisdiction. There is evidence of this in most jurisdictions in the western world.

I find it very intriguing that people are beginning to say, 'Should we, in fact, be providing educational services from kindergarten through grade 13 and beyond?' 'Should we be looking at moving some students out into the world of work at earlier stages?' 'Have we, in fact, moved too far?'

Nothing is set. I do not think there is much set in education today. When we are discussing education in a very general way, it is pretty easy to be negative about structure. It is easy to say that education itself is somewhat confining. But I must also make this observation that when we bring about change - and it has been substantial in this province - we must also accept the fact that we cannot 'give away the store' in the process.

Our society is so structured, so developed, for better or worse - and I think it is for better, though there is lots of room for improvement - that it is part of any educational system for young people to learn that they must live, in a total context, in a total society where there are certain disciplines, where there are certain traditions and where there are certain responsibilities. Despite the fact that one wants to move ahead with some programs and one wants to give students far greater freedom and flexibility, one must also recognize they still need a very real degree of leadership and guidance within the process itself.

A school system does mean a respect for law and order. It means a respect and a certain degree of discipline in the enlightened sense of the word, and it does mean that young people still need a little bit of leadership, guidance and motivation on the part of an enlightened teacher.

In relation to the need for change and updating of curriculum, we have here not an area of conflict, but an area of concern on the part of many parents, and as a parent I think I have some objective viewpoint on this. One of the concerns we have is what is being taught within the educational system today. The educational community should be making a greater effort to communicate not just mill rates - this has a way of communicating itself but should be communicating to a much greater extent with the parents and the adult members of society as to what is happening within the school system as it relates to curriculum.

As I visit parent groups and discuss some of these situations, very understandably there are still suggestions made to me, to members of the Department and to the school boards, such as, 'Why can't we have a set curriculum for every student, say, within the county's jurisdiction at a certain grade level?' 'Why is there the diversity of program?' 'Why is it necessary to have the options that are available, particularly at the post-secondary level?' In other words, what they are really saying is 'Would it not be easier for us as parents to understand our children, if they were engaged in an educational experience more closely related to the one that we enjoyed?'

I think it has to be very clearly stated that we live in a day and age when changes in curriculum are part of what we are doing. They will continue to occur. There will be, in my view, greater flexibility, a greater relationship between traditional disciplines in the elementary and secondary school system. Not only is it inevitable, it is highly desirable because this is the way our society functions today. I think that the solution to the problem, if it exists, is a far greater effort on the part of the school jurisdictions and the Department to try and acquaint parents and the general public with what is happening in education itself.

Next, as regards the whole concept of, and where we are going with, post-secondary education. Perhaps some of the hard choices will have to come down to this: To what extent can we provide post-secondary education for those people who feel they have a need and who can benefit from it? This is the hard decision that perhaps we will have to tackle sometime in the future, maybe the not too distant future. Are there other ways and means of doing it? Is it possible for students to move out of secondary school, as has been suggested, for one or two years in a

role of work and then move back into the post-secondary field? Maybe this would work, but at the same time, while you postpone you are still playing with the same total numbers. You have to recognize the same dollar commitment because you have the same number of people.

I do not know what the alternatives are. I hate to imagine what they may be. But I know that alternatives in this concern are being discussed, not only here, but in many other jurisdictions; and a school of thought, I think, will develop, that will suggest that we should, in fact, very substantially restrict, for one reason or another, the flow of people or students into the post-secondary field. I would regret this developing here in this province, because I do not think that is the answer to the difficulties we face. I say this somewhat as a personal point of view.

There is no question that in the field of economics, in the cost that is being imposed upon the public of this province, we must, as a government, make every effort to analyse, to seek out ways and means of accomplishing the same purpose. I believe it can be done without the incremental cost that has gone on in the past with respect to the investment that is being made.

Every time new knowledge is made available and any discipline becomes more complicated - any course or faculty, or any structure within the community college - the natural tendency is to add another month or two, or a year, to the course. There has never been, in my view, a substantial effort to see if there are not ways and means within the same time limitations to accomplish the same amount of work, by making the work that has been available or necessary perhaps a little more relevant than in the past.

I do not think that we have really tackled these problems. This is not true just of Ontario. It is true of just about every jurisdiction that I know, and I think these are some of the questions that have to be asked and will be asked in the future.

To touch briefly upon the field of special education, because, to a degree, this has not been totally understood by the public: People relate special education to the situations of the emotionally disturbed and the physically handicapped without recognizing that if we do not develop programs, and if we do not get the economic support, these young people - who are not being served

as well within the system as they might be - will, at some future time, impose upon us either an equal or perhaps an even greater question of economic investment if we are to resolve the problems that they experience.

We are, within the Department, very carefully assessing the national CELDIC report (Commission on Emotional and Learning Disorders in Children) as it relates to the Metro Toronto area and Ontario. We are in the process of assessing this to see how we can, through the Department and through co-operation with the boards, make significant progress in the total field of special education.

I know that education is special to every child within the system, but, using it in the context that we have discussed it, I believe there is much that can yet be done. We will, within the Department in the not too distant future, be developing ways and means by which we can give a greater thrust or impetus to the school jurisdictions in this province in the field of special education.

I think we should also recognize that education, not only in Ontario but throughout the world, today is undergoing some of the greatest pressures that it has experienced. They are good; they are healthy. The answers to the problems are increasingly difficult to find, and yet I believe very sincerely that we can find them.

There is a growing tendency to impose upon the school system all the ills of society; everybody wants everything to be done in the school. Parents want discipline to be exerted in the schools so they do not have to do it at home. They want many of the programs in the schools (this is particularly true south of the border where they want to have the Boy Scouts and the Girl Guides and all kinds of things that are valid community projects imposed upon the educational systems) as the best way to deal with them. If we really feel that education is to serve constructively the young people within it, and if it is to serve constructively the total community, we cannot impose upon it some of the tensions and pressures that are really part of the adult world and not part of the educational system's responsibility.

Information Papers provided by the Honourable William G. Davis, Minister of Education, to the Legislative Assembly of Ontario in connection with the Departmental Estimates 1970/71.

School Business Administration

Architectural Services

Construction of school buildings has long been subject to close and careful supervision by Department officials. Cost control procedure has been steadily refined and tightened in pursuit of one overriding immediate and long-term objective: to obtain at the most economical cost schools of contemporary design fitted with effective equipment which are not only capable of fulfilling the present purposes of education but are flexible enough to be moulded to the needs of the future, as they develop. These aims, which are in keeping with existing outlooks, call for considerable ingenuity on the part of boards of education, planners, designers of all types, and departmental officials, particularly those who carry responsibility in the area of finance. Their unremitting, co-operative efforts in an exacting task deserve to be recognized.

School Plant Approvals Section: Cost Control Procedure

The cost control procedure, as now applied, goes into operation at the sketch plan stage of every construction project. When this has been thoroughly scrutinized, a grant calculation is made. The Department establishes a basic grant in accordance with the Capital Grant Plan. Since the grant awarded is not, in most cases, up to the level of the full construction cost, subsequent calculations are made on the basis of prevailing market values to determine how much, in theory, needs to be added to the original grant to achieve reasonable adjustment to real current costs. What results is a fair assessment of the sum that a board may be able to borrow through the Ontario Education Capital Aid Corporation in order to meet its commitments on the project, after approval by the Department. This method ensures an equitable distribution of Capital Aid Funds, under which all applications are considered on the basis of financial need. It will be recalled here, Mr. Chairman, that the total figure available to the Capital Aid Corporation is determined by the Treasury Board.

Within the framework of the procedure described, professional architects in this section are personally visiting all schools of three rooms or more before approval is given for a replacement school. Only under emergency conditions is approval given, at this time, for the abandonment of an existing school building. During 1969, a total of 93,846 additional and replacement pupil places were approved in elementary and secondary schools as compared with 106,199 in 1968. Total cost for 1969 was \$209,000,000, compared with \$216,000,000 in 1968. For the fourth consecutive year the total cost of secondary school construction has declined:

Year		Cost	
1966	. . . . 116	projects . . .	\$150,100,000
1967	. . . . 108	projects . . .	133,500,000
1968	. . . . 56	projects . . .	102,000,000
1969	. . . . 54	projects . . .	93,500,000

The need for capital financing is easing, but the backlog of projects to be financed means that it will be two or three years before the pressure on the Capital Aid Corporation is relieved.

Comprehensive five-year projections of capital needs, with supporting information, were requested from all boards in 1969 and will be updated in the fall of 1970. Very detailed examination of all capital projects, both as to need and economy of construction, will continue. Declining enrolments, already evident in some areas, will become more widespread over the next few years. To ensure that there is a long-term justification for all facilities built, school boards are being asked for 15-year projections of enrolment.

School Planning and Building Research

In a directly associated area of architectural service with identical goals, the work of the School Planning and Building Research unit has continued to develop. Its operations are made up of three main elements.

First, in the case of prospective school buildings, the Department's program consultants are involved in the discussions and planning. Members of the Architectural Services staff are available for consultation and their services are used a great deal. Committees comprising educators and architects within the Department, in addition to other experts invited to participate, are involved in a continuing program of research into facilities for elementary and secondary schools. The studies range through all areas of the curriculum.

Second, in respect of colleges of applied arts and technology, research is carried out on prospective construction projects from the conceptual stage to completion, in consultation with the board of governors and consultants of the colleges. It covers all aspects of the proposed structure from educational purposes through site, facilities, materials, planning and execution, a comprehensive process in which the question of economical cost is given high priority. Optimum use of educational television facilities now forms an important part of such studies. Alternative approaches to the construction of particular facilities are weighed

against each other in the search for the best results, both from the point of view of effectiveness and of careful budgeting.

Third, where the colleges are concerned, after a plan has departmental approval and construction begins, consultation and advice are made available on a day-to-day basis. No funds are advanced before the educational and architectural plans for the building are approved. During construction, the Department's architectural services maintain regular contact with the officiating architects.

Our Architectural Services, through their network of professional and research contacts around the world, exchange information on innovations, methods and materials. All the information gathered is, of course, at the disposal of boards of education, colleges of applied arts and technology, universities, and other post-secondary institutions. This traffic in knowledge has the dual result that Ontario education authorities are able to draw constantly on the most up-to-date developments in construction and instructional facilities, while the Department's research in this field has received widespread recognition in other countries.

After thorough study, all the information gathered here is reflected in the specialized publications prepared by the School Planning and Building Research unit. In its six years of existence, 21 of these have been issued. Those published in 1969 dealt with physical education facilities, industrial arts, and music facilities; two others related to master planning and movement and growth patterns in colleges of applied arts and technology; and the last of the 1969 research brochures was concerned with particular needs of a School for the Blind and the Deaf.

A new publication on *Special Education Facilities for Mentally Retarded Children* is now available; another on the *Community Use of Schools* is approaching publication; a study of *College Library Resource Centres* should be completed in October; another on *Portable Learning Facilities* is due in November; and, finally, a brochure on *Schools for Intermediate Students* should be ready in December 1970.

Past issues have been devoted to such topics as site development, library resource centres for schools, guidance centres, science laboratories, technical and occupational shops, and reports on a variety of construction contracts, among other highly practical matters.

Meanwhile, the Department's architectural workshops continue to serve as valuable channels of communication and exchange. Their enthusiastic participants included a well assorted selection of personalities with educational connections, embracing governors of colleges, school trustees, architects, administrators, engineers, building contractors and others. Papers and discussion range over the whole field of education structures from philosophy of education to design materials and equipment. Comparative costs form a basic and recurrent theme.

Two such workshops, convened at Peterborough and Thunder Bay in March and October 1969 respectively, concentrated on elementary and secondary schools; a third, in Ottawa in November 1969, studied the problems of colleges of applied arts and technology. The aim is to continue the series in the coming year. A workshop to be held in Timmins in October is in the planning stage. As before, the proceedings of completed workshops have been published and widely circulated to interested parties. With the research brochures, they form a permanent and growing library of expert and contemporary ideas on many essential aspects of building, as related to the whole field of education.

Provincial Grants

For the fiscal year 1970-71, the Government has allocated the sum of \$825,000,000 to assist school boards with their expenditures. This represents an increase of \$103,000,000 over the total of the amounts made available for school boards in the preceding fiscal year and is a major step towards the objective of provincial support to the level of 60 per cent. In addition, an amount of \$40,000,000 has been included as a cash grant to assist in the construction of vocational facilities.

As a result of the significant increase in grant support, education mill rates in quite a number of municipalities have been held to 1969 levels or reduced somewhat. Others show increases of half an equalized mill in elementary and secondary school requirements. The year 1970 is the second in the two-year adjustment period following the formation of the larger units. Equalization of teachers' salary scales throughout board jurisdictions as of September 1, 1969 makes 1970 the first full year at these rates.

Teacher Education

In the climate of expanding educational opportunity that prevails in this province, there is deep public interest in both the preparation and the supply of trained teachers for our schools. As I have given the House reviews of preparation on previous occasions, it may be appropriate at this time to deal at some length with supply for the information of Honourable Members.

In Ontario, as elsewhere, the teacher supply situation is directly related to an increased birth rate in the years since World War II. From 1953 to 1960, the birth rate in this province was higher than 26 per 1000 of population, the greatest number of live births being reported in the year 1960. The front of this wave of children is now at the Grade 11 and 12 levels and the last group of the high birth rate years is in Grade 4 or 5. Demand for teachers was intensified by a lowering of the staff-student ratio in elementary schools from 1:32 in 1954 to less than 1:26 in 1969 and, in the case of secondary schools, from 1:25 in 1954 to less than 1:17 in 1969. One happy circumstance that has raised the pressure in the secondary division of the school system is the increased retention rate for all children in secondary schools due to new and improved secondary school programs. We are now at the point where we have an adequate supply of elementary teachers, except for bilingual teachers in Northern Ontario, and an increasing, though not a completely adequate supply of teachers for our secondary schools.

To assess our long-term needs in this area, a research project was commissioned by the Department of Education in the fall of 1969 and I am hopeful that the study, undertaken by the Ontario Institute for Studies in Education, may be completed in 1970.

Members will recall that about a year ago the supply of elementary school teachers was such that a number of well-prepared graduates of our teachers' colleges, particularly in the metropolitan areas, were unable to obtain teaching positions. Higher academic entrance requirements effected a drop in the enrolment of prospective elementary teachers in teachers' colleges and faculties of education from an all-time peak of 9,277 in 1968 to 7,896 in 1969. Nevertheless, I still foresee some oversupply of elementary teachers for 1970. To meet a persisting shortage of bilingual teachers for the elementary schools of Northern Ontario, arrangements have been made to provide a course of two summer sessions, leading, for qualified candidates, to certification as elementary teachers for bilingual schools. This course will be offered at

Kapuskasing in 1970 and 1971 and will be under the general supervision of our Teacher Education Branch and the Principal of the Sudbury Teachers' College.

Enrolment at the colleges of education increased from a total of 2,116 in 1968 to 2,874 in 1969. Included in this latter group was a total of 80 candidates enrolled in the Faculty of Education at the University of Ottawa to provide for the availability of prepared teachers for French language instruction as well as French-language secondary schools. Our statistics indicate that the supply of trained secondary school teachers employed by boards in September 1969 was approximately 31,000 for a student enrolment of 530,00. This corresponds to an overall staff-student ratio of 1:17.1. As no one can lay down the curriculum areas in which prospective teachers shall specialize, it is impossible to guarantee that there will be an adequate number of trained teachers in a given specialty area. In other words, there may be more than enough teachers in English or history, but not sufficient in science and mathematics. In this respect, we look forward to co-operation from school boards, which, by careful forecasting and planning of their needs, can help us guide students in relation to the job openings that lie ahead.

To ensure the greatest possible number of trained teachers for our secondary schools for 1970, three additional sources of teacher supply will be utilized. A professional six-week summer course for teachers with elementary teacher education and approved degrees, similar to the one to be offered in 1970, attracted approximately 110 teachers in 1969. It is estimated that enrolment in this course may exceed 200 in 1970. In addition, the special summer course for teachers who are under contract to teach in secondary schools in the territorial districts of the province, offered first in 1969, will be continued at the Lakehead University in 1970. A total of 349 candidates attended the first summer session in 1968 and it is estimated that about 290 candidates will begin their training in a similar summer session beginning in 1970. The course for mature persons who wish to teach in secondary schools, that was held at the Toronto College of Education in 1969, attracted a total of 466 candidates and will be available at McArthur College of Queen's University in 1970. Enrolment in this course may reach more than 350 students. A similar course for French-speaking students is scheduled for the summer of 1970 at University of Ottawa, Faculty of Education.

Thus, the supply of secondary school teachers for 1970

will be derived from many sources: graduates of the colleges of education; graduates of the professional six-week course; the Northern Ontario and the mature student summer courses; persons who return to teaching; applicants who obtain Letters of Standing for teaching in Ontario secondary schools; and teachers who move from the elementary to the secondary level. I therefore have confidence in the diverse measures that have been taken to provide for the supply of secondary school teachers in the years ahead. There is every reason to believe that the end of our problem in the area is now in sight.

Meanwhile, the Department is pushing ahead with longer-term measures directed at raising the quality of teacher education in Ontario. As the House is already aware, higher requirements for the certification of elementary school teachers will come into effect on September 1, 1971. Candidates wishing to enter on a program leading to certification will then be expected to complete successfully one year of academic study at a university in addition to existing stipulations. The new level of qualification will represent a major step towards the requirement of a university degree for persons who wish to become teachers in elementary schools. In announcing the new arrangement in April 1970, I drew attention to the most encouraging fact that a considerable number of students at our teachers' colleges and in the Elementary Option at the colleges of education are already in a position to satisfy the higher minimum requirement. A sizable group, in fact, have credit for two years of university study and an even larger number are degree-holders now.

Progress has also already been reported, I am glad to say, in the program of linking our teachers' colleges with Ontario universities. Windsor Teachers' College, which will be integrated with the University of Windsor on July 1, 1970, thus becomes the third in the series of such unions. As the House will recall, the transfer of Lakehead Teachers' College to Lakehead University took place on July 1, 1969, and that of the University of Ottawa Teachers' College to the University of Ottawa on September 1, 1969.

Professional Development

All of our programs designed to promote growth and higher quality in the teaching profession in Ontario receive essential support from the Professional Development Section, which organizes upgrading courses, updating courses and seminars for teachers. During the summer of 1969, 29 types of courses were arranged in 74 summer

schools in 35 Ontario centres for 14,670 teachers. In addition, a French Conversation course was held at Compton in the Province of Quebec and a course in Science Field Studies at two centres in Britain.

For the summer of 1970, the schedule has been expanded to embrace 35 types of courses in 84 locations in 37 Ontario communities. Included in this number are new five-week courses in the following areas: Environmental Field Studies; Intermediate Science: New Directions; Junior Environmental Studies; and Teachers of Indian Children. Seven new short courses are available: Guidance Refresher; History of Science and Technology; Human Growth and Development (Health); Learning Materials Methodology (Special Media Study Program); Man in Society; Space and Man; and Special Education. There is, further, an intensive one-week course on the Education of Emotionally Disturbed Children. In addition, the intensive summer course in French Conversation is to be repeated at Compton, Quebec, while two departmental credit courses will take place in Britain, one in Childhood Education and the other in Physical and Health Education. The teachers attending residential courses and courses held outside Ontario pay the cost of their own board, lodging and travel.

During the 1969-1970 school term, 62 winter courses for departmental credit were provided by boards, with the approval of the Minister. Liaison with the school board officials in making arrangements for these courses and their supervision are the responsibility of the Professional Development Section.

Under the general responsibility of the Professional Development Section, the Supervision Section continues to plan and direct the Principals' Course. The object of this annual four-week summer course is to provide schools with certified and capable principals and vice-principals. Accepted candidates must meet strict qualification and selection procedures, which result in highly motivated and efficient leaders. The course, which is conducted by skilled staff and stimulating lecturers, includes vigorous discussion seminars and makes use of the most up-to-date teaching and learning methods. This Principals' Course is made up of three components: the Elementary Section; the Secondary Section, First Session; and the Secondary Section, Second Session. All have common core elements with choices of electives enabling candidates to cross the elementary and secondary boundaries. During the summer of 1970, the Principals' Course will be held at the

University of Western Ontario, London, the University of Waterloo, and Queen's University, Kingston, with approximately 240 candidates at each centre.

Teachers for Special Education

During 1969, the review of special education programs offered by colleges and universities outside Ontario, already in progress for some time, was continued. Additional course sequences have been recognized as suitable for special education teachers in Ontario. As a result, a greater number of teachers than in previous years have received, for work completed outside the province, credit having the force of the Ontario Certificate in Special Education, either in the form of a Letter of Standing or a Letter of Equivalence. This is the certification required for appointment to the special education service in our schools.

At present, the Department has the main responsibility for providing teacher education programs in this field in Ontario. Currently, these are offered during the summer. In 1969, summer courses available in Toronto, Seaford and Brantford were attended by 1,640 teachers. The academic requirements for the Specialist Certificate were completed by 314 teachers.

During the year 1969-70, various committees have met to revise the summer school programs and courses, with highly satisfactory results. The programs of the three-summer sequence have been reorganized and all courses updated. In consequence, greater emphasis is being placed in the integration of exceptional children into regular school classes, and more help is being given to regular classroom teachers so that they may plan effectively for individual differences among pupils. To this end, a new course, *Prescriptive Teaching*, has been introduced, giving an orientation in diagnostic, remedial and developmental methods for various areas of exceptionality, including academically gifted children. In the teachers' colleges, provision has been made for the extension of the orientation to special education for all teachers preparing to teach in the elementary schools of the Province. This will create wider understanding of the needs of exceptional children and should develop a pool of informed supplementary help which can be drawn upon in the schools.

Teacher Exchange

Ontario's well established program of teacher exchange with other jurisdictions inside and outside Canada is still

in demand. As regards prospective exchanges for the school year 1970-71, some 300 enquiries have been answered and around 80 applications have been received. At the present time, arrangements for a total of 33 exchanges have been completed.

Curriculum Development

Because of the transformation that education is undergoing and as a result of the knowledge explosion that is in progress at the same time, curriculum development is a matter of key importance and interest. In today's circumstances and those of the foreseeable future, the objective of curriculum development must be to provide the best available assistance to educators in their efforts to offer programs that will open up to each student the possibility of developing his personal talents to the full. In contemporary terms, therefore, curriculum development has become a continual process and there is little indication that the coming years will materially alter that situation.

Major Concern

Accordingly, in 1970–71, the prime concern of the Department's curriculum specialists will be to organize the first steps in a major updating of the current guidelines for the Kindergarten, Primary and Junior Divisions. These steps will mark the beginning of a cyclic approach to curriculum revision in keeping with the departmental standpoint that curriculum development is a continual process.

A number of bases will be touched to supply focus and direction to this updating procedure. For example, current research on how children learn and on the conditions in which they learn best; the most recent literature and public surveys on curriculum and related areas; and available evidence from a diversity of sources on effective existing curriculum practice. Problems of education today tend to have common characteristics in many countries, so that international exchanges of information can yield valuable results. Members of the Curriculum Section will provide leadership in task forces which will be formed to tap all these sources.

In line with the task of maintaining a consistent, coherent pattern of learning in changing times throughout the Ontario school system, the proposed major updating in the Primary and Junior Divisions will then be followed in succeeding years by a similar approach to the needs of the Intermediate Division. When the process is later extended to the Senior Division, those who work on the project will face complex problems arising out of the increasing provision of individual timetables, a diversified core of subject matter, greater choice of options, and the need of students to study topics in depth. In the meantime, of course, the move toward reorganization of secondary school curriculum and a more flexible pattern of diploma

requirements for students will continue at the encouraging pace of the past two years.

Resource Services

With the advance of decentralization and the assumption by the divisional boards of their new responsibilities, much of the decision-making and planning in regard to the adapting of curriculum at the local level has passed into the hands of elected trustees, practising teachers and appointed officials. The Department continues in the function of providing leadership and essential resource services, re-moulding or expanding them as needed.

During 1970–71, curriculum resource services will be furnished by the head office staff and a corps of 186 program consultants.

Program Consultants

These program consultants work under policy direction from the Department through the Curriculum Section and are deployed to schools from the ten Regional Offices. The present total of 186 consultants represents an increase of 23 over the number available in 1969. Apart from an extension of service in specific subject areas, more consultants will operate in the primary, junior, intermediate, and senior areas of study.

It is worth reiterating that the program consultants, in contrast to their inspector predecessors, co-operate with local authorities in response to requests for assistance from schools. In this voluntary framework, such a volume of requests has been received that some consultants are committed for months ahead. As a result of heavy calls on their services in some areas, not enough of them are available. This is one of the reasons for the increase in their numerical strength.

To achieve a diversity of service in response to the variety of need, consultants are drawn from several sources, including classroom teachers, and from among candidates who have already had some consultant or administration experience with local boards. Most are specialists in some aspect of education; many have a wide range of experience in both schools and business or industry.

Consultants serving the Ontario schools are being developed as a co-operative body implementing a coherent philosophy. Without curtailment of their availability to schools in prime time, they are brought together for a total of ten

days spread over a year for in-service briefing, to pass on their experiences and conclusions, and to take part in general discussions. These meetings provide an immensely valuable two-way exchange of information. For the Department, they represent a first-hand source of impressions that update our own picture of changing needs and emphases, while the consultants themselves contribute to the shaping of the policy instructions they receive and derive benefit from the review of their work.

Now that much of the immediate planning of curriculum takes place in the schools themselves, the relationship between the principals, vice-principals, teachers and consultants is becoming a crucial factor. I am happy to report that such team planning for student needs under a principal's leadership and with consultants' advice is increasing, so much so that this new phase in educational development is rapidly making the school truly the basic organizational unit in the entire educational system. In some schools, students are assuming a useful and significant role in the planning that is fundamental to their development.

An important feature of the consultant service is that, in addition to subject specialists, generalists will be used to concentrate on the primary, junior, intermediate and senior areas. Their function will be to co-ordinate the programs concerned, calling upon specialists to supply extra strength. By this means, we aim to achieve a firm integration of disciplines within the areas in question. Indeed, many of the specialist consultants are acquiring a broad grasp of the total program of the schools, and are increasingly of assistance to elementary teachers and to principals of both elementary and secondary schools in program planning above and beyond their particular specialty.

Curriculum Guides

As the House is aware, local curriculum programs are developed within the framework of philosophical guidelines distributed by the Department. These and its other curriculum publications reflect the changing climate in program planning as well as in the work of the Curriculum Section.

Present curriculum guidelines are being designed and developed with a view to providing wider choices for students. They also attempt to draw attention to the need to recognize in program planning not only individual interests, but also individual rates of learning. Because of

this, guidelines are published not with explicit grade designations, but for a stage of learning, e.g. Intermediate Division or Senior Division.

During 1970–71 several guidelines will be published for the Intermediate Division. In addition to home economics, industrial arts and music, these will cover such areas of study as environmental science, elements of electrical technology and elements of mechanical technology. In music, the guidelines will encompass choral and instrumental programs, but will also encourage teachers and students to explore and experiment with the many kinds of sound which surround them, and to create sounds and compositions on equipment sometimes no more sophisticated than a portable tape recorder.

Guidelines for the Senior Division will deal with areas of study such as applied mathematics, computer technology, data processing, graphic arts, law, and urban studies.

Another kind of curriculum guide will soon also become available. Publications in screen education and in dramatic arts are in the final process of development. These will assist teachers from the Kindergarten through the Senior Division to plan appropriate programs. In the case of screen education, the guidelines will help teachers and students to deal more successfully with the contemporary electronic environment. Emphasis will be placed in the dramatic arts guidelines on the uses of drama as a general method to enrich the learning opportunities for young people at all levels of work. Suggestions will range from the use of creative drama as an aid to individual development to a theatre arts program as a more specialized study for students in the Senior Division.

Increasing use of student-performed experiments in the elementary schools and of individual science investigations in the secondary schools at this time gives particular relevance to a publication now being prepared. A committee has been set up to produce a wide-ranging guide concerning safety procedures to be followed in curriculum activities in laboratories or in out-of-school situations.

Among other publications, booklets containing suggestions for special occasions such as Commonwealth and Citizenship Day and Remembrance Day are again to be available this year. A special Curriculum Bulletin on primary learning has just been published and other bulletins on technology, learning materials, and the school

and the urban community are in preparation. Of particular interest to school principals and education officials in the larger school board jurisdictions will be a bulletin on curriculum development.

Workshops and In-service Courses

As in previous years, the Curriculum head office and field staff continue to make contributions to teachers' workshops and to the many in-service board and departmental summer and winter courses. Both regionally and on a provincial basis, liaison is being maintained with local educational officials, especially those with responsibility for curriculum matters within their jurisdictions.

Computers and Data Processing

The work of the Department in the computer field is reported under this separate heading because, of course, it involves not only the Curriculum Section but also the Education Data Processing Branch. Their joint activities are of growing importance to the Ontario education system and, I am sure, of great interest to the House.

Opportunities for the study of computers in our schools are steadily increasing. The number of schools offering one or more courses in data processing, computer science or computer technology has approximately doubled each year since the inception of the programs in 1966. In the current school year, 1969–70, some 150 schools offer such courses. Expansion is expected to be maintained in the next few years, provided that access to computer facilities can be increased correspondingly. Our underlying aim is to reach the point before long where all Ontario students have a basic understanding of computer technology.

A guideline on computer science was published earlier this year. Meanwhile, the data processing courses are under revision on the basis of experience gained over the past four years. A further guideline expounding the elements of computer technology is in preparation.

To keep our knowledge of computer technology abreast of world-wide developments in this fast developing field, the Department participates regularly in conferences and meetings. We were represented by invitation at a Seminar on Computer Sciences in Secondary Education held at Sevres in France in March 1970 under the sponsorship of the Organization for Economic Co-operation and Development in collaboration with the French Ministry of Education. Delegates from twenty member countries, of which Canada is one, attended. Honourable Members will be gratified to hear that educational work on computers in this province was warmly praised by individual delegates from the United Kingdom and the United States, among others. A joint statement of approval from the seminar was recorded in the minutes of the plenary session which said that the Ontario representative "showed a collection of slides which illustrated the impressive development in Ontario of data preparation facilities and the provision of computers for school use."

Demands on the services of the Department's Education Data Processing Branch continue to grow.

As the scope of education in Ontario increases in complexity and diversity, a more comprehensive and timely flow of information becomes essential to the management process. Appropriate projects are being initiated or expanded in the area of staff information, school plant facilities, audio-visual library management, and student scheduling.

In addition, the EDP Branch is very active in assisting local schools and boards in the effective application of computer technology. For this purpose, the Branch makes available several computer services on a cost-recovery basis. Particular attention is being directed to furthering a sound understanding of computer technology and its relevance to education in Ontario. Numerous seminars have been arranged for teachers, and school and board administrators. With the participation of the Curriculum Section, the EDP Branch has brought in educators from all over the province to learn about the computer itself, about courses on the computer, and about its applications.

In education, as in other fields, computers present exciting possibilities for amplifying human skills. However, the benefits are not automatic and the potential problems by no means insignificant. Accordingly, the Department advocates a restrained program of computer utilization by local boards, in which consideration of cost plays a large role and in which the likely problems are weighed against the anticipated advantages.

Educational Television

Honourable Members need no reminding that educators, parents and students alike today place increasing emphasis on the learning needs of the individual. A widening range of resource materials is accessible and efforts to expand the learning experience beyond the classroom are characteristic of our time. It is particularly towards this objective that the work of the Department's Educational Television Branch is directed.

You will recall the lengthy negotiations, of which I kept this House informed, that led to the arrangement to establish Channel 19 as the first full-time educational television station in Canada. One of the problems concerned the need to define educational programs. As the result of meetings with the Secretary of State and the Council of Ministers of Education, Canada, a definition for educational programming was devised and recognized by federal and provincial authorities in December 1969.

A bill entitled "The Ontario Educational Communications Authority Act, 1970" is at present before the House. Its purpose, as Honourable Members know, is to establish a new authority of that name which would be representative of the educational community and the general public; to make possible the involvement of adult and university groups in the operation of Channel 19; and to extend the benefits of this educational resource to the province as a whole.

The application for Channel 19 was approved by the Canadian Radio-Television Commission in January 1970. As a result, beginning in the fall of this year, the Educational Television Branch — or, depending on the passage of the legislation, the Ontario Educational Communications Authority — will be responsible for programming approximately 3,000 hours in its first year of operation on Channel 19 in the Metropolitan Toronto area.

During each successive year since the creation of its ETV Branch, the Department has been able to expand and improve its program service to students and teachers in the province. At present, a total of 551.15 hours are available on CHCH—TV Hamilton; 188.55 on CJOH—TV Ottawa and CJSS Cornwall; 195 hours on the CBC French language network in Ontario; and 365.05 hours on the CBC English language network.

With the addition of Channel 19, the ETV Branch, for the first time in its four-year history, will be able to offer a comprehensive and balanced schedule of educational

programs to a significantly large segment of the population of Ontario. This schedule will include programs in monochrome and colour for pre-schoolers and other home viewers at the post-secondary and university levels, as well as those designed for in-school use.

During the past year, the Branch has continued to obtain the major portion of its production facilities from the private sector. In the meantime, it has been increasing its operational facilities to meet the transmission requirements of Channel 19.

Internally, work is proceeding on the installation of the Master Control facilities necessary for the programming of the new channel. The provincial network services will, of course, be maintained, so that as much of Ontario as possible beyond the range of Channel 19 Toronto will be served. With the growth of cable television systems, programs are becoming available to an increasing number of schools and viewers.

The high standard of programming has been maintained and even improved. While conforming to the needs of the school curriculum, the output has added new dimensions to the audio-visual medium in its approach to education in Ontario.

Recognition of the technical and creative quality of this programming has come from outside as well as inside the country. In the course of 1969–70, for the second year in succession, the Branch won two of the major Ohio State Awards. This year nominations for excellence were earned by programs entered in the Chicago Film Festival and Canadian Film Awards competition.

The Creative Services section of the Branch is largely concerned with the professional and artistic skills that are required to achieve the high standards the Branch has set for its productions. To this end, new production techniques and experimental projects are constantly being explored; new talents in the educational and artistic fields are sought and developed. All these efforts are aimed at achieving the ideal blend of academic insights and creative skills.

Members of the staff realize the vital importance of enlisting the advice of other groups within the educational community in order to ensure the most effective use of the new medium. The development of Consultative Committees, both within and outside the Department of Education, has proved invaluable. Departmental representa-

tion at various conferences organized for teachers has provided two-way avenues of information.

During 1970, META and the Ottawa School Board have received support in program production, fifteen feasibility studies have been made, and design assistance provided in a number of other areas.

A well-equipped conference van became operational in 1970. The van, based in Toronto, has been used at conferences, workshops, and on visits to teachers' colleges.

In 1970–71, ETVO will produce 58 new original 20-minute units in the French language for the Ontario French-speaking audience, including programs for pre-schoolers and adults. For the first time, five English programs of general interest will be adapted in the French language. The planned production for 1970–71 includes a new series of 40 ten-minute programs for pre-schoolers. Television, it is felt, is providing an opportunity for parents to view programs developed for children, so that the parents are tending to become more interested in their children's learning experience.

Some attempts have been made to introduce English-speaking audiences to programs produced in the French language at the kindergarten and senior secondary school levels, with the object of promoting better mutual understanding. Regular evaluations will be made to assess how English-speaking students respond to such programs designed for a French-speaking audience.

Negotiations have been initiated with other provincial Departments of Education to promote the exchange of ETV programs, and a workable formula has been agreed upon in the Council of Ministers of Education. In spite of major difficulties arising out of such matters as broadcast rights and performers' rights, a significant number of Ontario programs is available elsewhere, and it is hoped that we will be able, in 1970–71, to show programs produced in other areas of Canada on Channel 19. Economy and unity will both be served by such an exchange.

Our evaluation procedures have two major objectives: to gather information on all aspects of the dissemination and utilization of educational television programs, and to obtain reactions from teachers and students that will help the program developers to maintain relevance and improve the style of presentation.

The various methods of measuring response continue to show that viewers find the programs very worthwhile in relation to both content and presentation. However, audience reaction alone does not necessarily indicate avenues for improvement. Nor does it necessarily explain the success or lack of success of a telecast. Studies are therefore conducted that are designed to probe beneath the surface in search of conclusions of general applicability.

The Educational Television Branch has always been aware of the effectiveness of accompanying its broadcasts with supporting materials. According to many teachers' reports, suggestions in the Teachers' Guides have led to increased involvement ranging from discussions to field trips, games and reading lists.

In this new fiscal year, guides for teachers will cover some 1,200 programs in 140 different series, reflecting the variety of programming that will be available on Channel 19.

Total program resources have increased approximately 100 per cent during the past year. The media resource centre, where they are stored, now has some 2,000 educational programs available for broadcast. As preparations for Channel 19 continue, we anticipate further augmentation during the next year to a total of some 4,000 television programs. Behind these acquisitions is the continuous task of program production, together with the newer role of purchasing suitable additional resources.

The media resource centre has links with all major educational television agencies around the world and with other provincial Departments across Canada.

Colleges of Applied Arts and Technology

It is just five years since I introduced to the Honourable Members a system of colleges of applied arts and technology as a means of providing residents of Ontario with access to opportunities in further education that would help each student to work towards the fullest possible development of his interests and abilities. Just four years ago, members were appointed to the Ontario Council of Regents, a body which was created to assist in the planning, establishment, and co-ordination of programs of instruction and services of colleges of applied arts and technology.

To facilitate maximum access to this new form of continuing education, the Province of Ontario has been divided into 20 college areas. Three years ago, boards of governors were appointed to "study the post-secondary and adult education needs of the area for which the college has been established and . . . submit for approval of the Council of Regents a report containing specific recommendations concerning the proposed educational program." As a result, the majority of the present 20 colleges of applied arts and technology opened their doors to students for the first time in the fall of 1967.

To provide for the aspirations and needs of the young adults graduating from both the four-year and five-year programs of Ontario secondary schools, colleges of applied arts and technology offer a choice of two levels of full-time programs. One level includes those studies which require four semesters (two years) beyond secondary school graduation. The other, more rigorous level comprises those programs requiring six semesters (three years) beyond secondary school graduation. In many colleges, the first graduates of the three-year program will receive their diplomas at the spring graduation exercises this year. Consequently, spring 1970 — five years after the introduction of the enabling legislation — marks the completion of the first stage in the development of Ontario's colleges of applied arts and technology.

To fulfil their assignment of meeting the educational needs of graduates from any secondary school program (apart from those wishing to attend university) and of adults and out-of-school youth (whether or not they are secondary school graduates), colleges of applied arts and technology must develop a selection of programs wider than that offered by the traditional forms of post-secondary education. Hence, Ontario's colleges of applied arts and technology collectively make available over 250 programs of instruction ranging from academic up-

grading for adults and out-of-school youth to the most advanced of modern technologies. Including the adult students sponsored by Canada Manpower Centres and the apprentice students sponsored by the Ontario Department of Labour, full-time enrolment in colleges of applied arts and technology as of October 31, 1969, was just short of 38,000 students. Some 35,000 part-time students were enrolled in evening classes and extension programs, making an overall total of close to 73,000. To meet the educational needs of such a considerable segment of our population in the short space of three years is, I believe, an achievement without parallel in the educational history of this province.

At the first meeting of the Council of Regents in February 1966, Dr. Howard Kerr, former principal of Ryerson Polytechnical Institute, was elected its Chairman. Dr. Kerr, whose contributions to the development of post-secondary education are well known throughout North America and who served the Council on a part-time basis, has now retired. The initial assignment of the Council, which was to establish boards of governors for the colleges and assist them in launching viable programs of instruction, is completed. Nevertheless, many questions still require a considerable amount of further study. Among these is the need for a solution to the problem of the geographical distribution of potential students. During this past year, colleges of applied arts and technology in large urban areas have not been able to accept all applicants. At the same time, colleges further from the metropolitan areas have had difficulty in maintaining the viable enrolment required to offer a reasonable variety of opportunities in further education. In view of the amount of co-ordination that will be required among college programs in the coming years, I have adopted the recommendation of the Council of Regents that the office of Chairman be made a full-time position.

As was recently announced, Mr. Norman A. Sisco has been appointed to assume this responsibility. The House knows Mr. Sisco as the Director of the Applied Arts and Technology Branch of the Department of Education over the past five years. The present flourishing condition of the colleges is the best possible evidence of his performance during that testing period of growth. His practical experience in what is, for Ontario, a new sector in post-secondary education offers assurance that, in the new phase of development now opening, continuity and necessary innovation will be proportionately balanced.

A further important matter for study by the Council of

Regents in the coming year will be the question of controlling the escalating cost of post-secondary education as enrolment continues to rise at an unprecedented pace. Old concepts of fixed student-teacher ratios are not necessarily valid for adult students. Since the role of the college instructor is to assist the student in the learning process, there are many possibilities for improving the efficiency of this process so that a maximum number of students can benefit from the specialized knowledge and experience of members of the college faculties. I trust that the Council of Regents will be able to provide encouragement and leadership to colleges of applied arts and technology in developing and assessing new techniques.

Originally, the Applied Arts and Technology Branch was organized on a program basis to administer the various post-secondary education programs resulting from agreements with the federal government and with other departments of the Ontario government. Most of these programs have been absorbed into the comprehensive structure of the colleges of applied arts and technology. Consequently, the Applied Arts and Technology Branch is now undergoing a structural reorganization designed to meet the increasing demands arising out of its dual task of co-ordinating services to colleges of applied arts and technology and supplying technical assistance to the Council of Regents.

During the past year the colleges of applied arts and technology and the Department have been co-operating on two pilot projects which are designed to improve both service and efficiency through co-ordination of activities. One project is a College Bibliocentre which provides central cataloguing services for libraries in all colleges of applied arts and technology. In an adult education setting, properly equipped learning resources centres can be more effective and less costly than a large number of hours of teacher/student contact. However, the cataloguing of a library book often costs more than the market price of the book itself. A considerable reduction in cost is possible if the cataloguing process is organized centrally, rather than in more than twenty separate college libraries. A most valuable additional benefit from this pilot project has been the creation of a computer-based master catalogue of learning resources available throughout the whole college system.

A second pilot project has involved three colleges of applied arts and technology in the development of a computer-based data system which will serve the twin purposes of providing rapid retrieval of data on enrolment,

facilities, and costs in the colleges, and of permitting extrapolation of present performance into the future to assist college planners in making intelligent decisions concerning the evolution of individual colleges. Since the model is set up in such a manner that all colleges use a central computer, the system continuously provides the Department of Education with accurate data on the status of each college. On the basis of results from this pilot project, the total information and planning model is being extended to all colleges of applied arts and technology during 1970—71.

Several colleges of applied arts and technology now have a sufficiently large enrolment to permit them to break away from traditional college-year patterns and to experiment with new formats related to the community served by the colleges. In the fall of 1970, colleges of applied arts and technology collectively will be offering some nineteen "co-operative" programs in which the students spend alternate semesters in a college and in business and industry.

To reduce the pressure on limited accommodation, several colleges are introducing systems that permit the extension of full-time programs into the summer semester. The common concept of a rotating trimester system in which the same courses are offered each semester has proven to be quite costly, owing to diminishing enrolment in a particular semester as students advance through the program. However, there is no reason why all college programs should start in September and end in May. By staggering college years so that some programs start in January and others in May, a more efficient use of facilities is possible without the drawbacks of the customary trimester plan.

In spite of their short history, or perhaps because of their youth, colleges of applied arts and technology are developing many exciting and productive new concepts to meet the aspirations and needs of the communities they serve.

Special Assistance for Isolated Elementary Schools in Territorial Districts

The Northern Corps

Eighteen remote communities along the railroads across Northern Ontario are now served by the Northern Corps of teachers. In some instances, the Corps has brought teachers and schools to communities for the first time. Elsewhere, the arrival of a well qualified teacher to staff a school has improved a community situation beyond measure. The work of the Corps has made it possible for Ojibwa and Cree children to attend elementary school while living at home with their families. In all such communities, the quality of education is steadily on the upgrade.

From a start in 1966 with 13 teachers serving 12 communities, the Northern Corps, in 1970-71, will operate in 18 centres with 31 teachers. Ten of the teachers will be entering on their second year with the unit, three will be in their third year. Mr. Bob Cotey, an original member of the Corps now at Savant Lake, will begin his fifth year of service in the North.

In the summer of 1970, the one-week orientation course prepared for briefing all teachers of the Corps for their roles in the communities in which they live or will live will be held on the campus of the University of Western Ontario. Teachers joining the service of the Education Division of the Federal Department of Indian Affairs for the first time will also take part. Critiques submitted by the Corps teachers help to shape the content of the course, which is planned in co-operation with the staff of the Department of Indian Affairs.

Moosonee Education Centre

Among the people of Moosonee and Moose Factory Island, the Education Centre is now firmly established in its instructional function and as a social meeting-place.

At present, more than 300 young people and adults are taking full-time courses in the techniques of using heavy equipment, preventive maintenance, building construction and home-hospital services. Students spend an equal amount of time on a skill course chosen among mathematics, science, citizenship, and English, taken as a second language.

Elementary pupils at the Moosonee Public School and the Bishop Belleau Separate School regularly use the gymnasium, the library, and the home economics and woodwork rooms.

During the winter of 1969-70, forty Cree and non-Indian children were enrolled in the pre-kindergarten program. Many of the Cree children, though encouraged to retain their own tongue, begin to learn English simultaneously at this early stage. A member of the Centre staff is fluent in both languages.

On the basis of local requests, evening classes are offered in English, Cree, French, mathematics, sewing, handicrafts, building construction, woodwork, welding, and office skills. There is also training in the handling of small motors.

As a community service, the Centre has won great popularity with people of all ages. Six nights a week, the gymnasium and library are in full use. On weekends and holidays, the gymnasium is earmarked for movies, dancing and variety shows. Meetings of various organizations are scheduled in available classrooms. On the outdoor skating rink, there is action from fall freeze to spring thaw.

Special Education

Emotionally and/or Socially Maladjusted Children

The education of children who are disturbed continues to be the responsibility of all Ontario educators. There are, in many classrooms, children whose behaviour requires special attention because of traumatic experiences, family crises or unusual personality characteristics. Help may be given by a counsellor, a teacher, a child development consultant, a psychologist or a psychiatrist. Some children need constant care and guidance and are removed from a regular class for placement in a special program.

In 1969-1970, 119 special classes were reported in operation for emotionally disturbed children, with 715 pupils enrolled. Most of the classes contained eight pupils, but several had three or four. Such children may be so explosive or so withdrawn that it is desirable to have two adults in the room, one to work with the special case, the other with the group. There is a constant search for ways to reach, to help and to provide education for children in classes for the emotionally disturbed.

Some children are so erratic that they need individual instruction. A few classes are available to which the pupils are brought alone for periods of up to an hour. As the child's tolerance for others is strengthened, he is allowed to associate briefly with another pupil. The length of time he stays with others is adjusted to his needs. Some children, considered to present the most serious problems in a school system, have derived benefit from such programs.

To meet the challenge posed by disturbed adolescents, continuing attention must be given to the establishment of school environments which enhance the student's perception of himself. Such conditions, it is hoped, may help to minimize the number of students who turn to drugs in order to cope with their frustrations in their existing social and educational environments.

The Department of Education continues to be a member of the Interdepartmental Committee on Children with Mental and Emotional Disorders. We are also represented on each of the eight regional committees established by the Department of Health to help co-ordinate the development of community services. Teachers of children with severe problems, who have had to be referred to a Regional Diagnostic and Treatment Centre, receive counsel from the Regional Educational Consultant, the Department's representative there.

Physically Handicapped Children

A total of 444 children are registered in 39 orthopaedic classes throughout the province.

Approximately one half of the classes are located in schools attached to treatment centres or sanatoria administered by their own boards of education. Nineteen such boards provide education for a complex range of physically handicapped children.

In 1969-70, two school boards of this nature dissolved and the appropriate boards of education assumed responsibility for the provision of educational programs and services. This development should be accelerated until all physically handicapped children, whether in hospitals or other treatment centres, are educated under the jurisdiction of boards of education.

Visually Handicapped Children

In addition to the program at the Ontario School for the Blind, the Department provides assistance to partially sighted children and young people in schools operated by boards of education and separate school boards. Many of these children have a vision problem that continues to interfere with their learning, despite correction or treatment. In some instances, the provision of large print texts may be the needed aid. Over 1,000 of these books are now in use by some 249 children.

Increasingly, school boards are attempting to establish programs for blind students and those of limited vision that will enable the student to remain at home while receiving his education. This development is under the guidance of the residential School for the Blind, the Special Education Section of the Department, and special educationists employed by the school boards.

The provision of the large print texts is at present still an administrative responsibility of the Special Education Section, which has established a co-operative relationship with the Canadian National Institute for the Blind. However, service has been developed to the point where, during 1970-71, school boards will begin to work in direct association with the CNIB in securing the large print texts. The ultimate goal of the service is to provide each eligible child with all the texts necessary for his particular level of learning.

As before, the large print library of the CNIB assists with the production of these books. Seventy-six new titles have

been added to the library this year. The new microfilm process is responsible for the large increase of titles over earlier years when only one or two titles of a bound printed book could be added.

Mentally Handicapped Children

Opportunity Classes for children who are mildly-to-moderately mentally handicapped remain the most common special education programs. In the light of research studies stressing the importance of early identification and remediation, it is most encouraging to note that, of the 107 new classes reported, over 64 per cent were for young children. This trend is expected to help prevent the development of secondary handicaps. It also may reduce the need for special senior classes.

At the same time, several jurisdictions are developing programs and services in which children who might have been segregated are being maintained in regular classes. Itinerant special education consultants provide additional instruction for the handicapped pupils and in-service support for their teachers. Such itinerant teachers have more than tripled in number to a total of 221.

Research continues to indicate the advantages for handicapped children of frequent contacts with children of their own age; jurisdictions are therefore expanding the opportunities for such pupils to join regular classes in a variety of activities. Few opportunity classes remain completely self-contained units. In short, effective kindergarten, pre-kindergarten and primary programs, including special classes where necessary, can be combined to reduce the number of separate special education classes and costly remedial programs.

Severely mentally handicapped children will continue to be educated in Ontario Hospital Schools or in schools and classes under the jurisdiction of boards of education.

The need for more language classes for pupils with a linguistic foundation inadequate for current educational programs seems to be declining in most areas. Only 211 language classes were reported in October, 1969, as against 361 such classes in the previous year.

Ontario Hospital Schools

Since April, 1966, the Ontario Department of Education has provided educational programs for children, including the mentally, physically, socially and emotionally exceptional, in special classes within seven Ontario Department

of Health hospital facilities. With a staff complement of 194 as of September, 1970, educational and training programs for 1,635 educable and trainable retarded children are in progress.

Curriculum

The aims toward which educators work in the Ontario Hospital Schools are the same as those for normal children in a regular public school. The curriculum is related to the child's experience and geared to his capacity. He is encouraged "to enrich his potential for living" so that the possibilities for future rehabilitation in the community are enhanced. All programs at the Ontario Hospital Schools are built around the child as the central factor.

Assessment and Programming

The unique feature of the program offered to each child is the services provided by a team of physicians, psychologists, pediatricians, social workers and educators, who work together to provide the mentally retarded children with thorough diagnostic assessment and appropriate instruction.

Special classroom instruction by trained professionals is provided for children who are multiply handicapped, as well as classes for the emotionally disturbed, physically handicapped, hearing impaired, visually impaired, and autistic.

In January, 1969, under new legislation, the operation of the schools and classrooms for mentally retarded children was placed under the jurisdiction of the divisional boards of education. The whole process of transfer has been carried out with understanding in a co-operative atmosphere. The boards were assisted by departmental supervisors with the organizational aspects of the operation of such schools.

Continuation of the existing educational objectives and school programs for the trainable mentally handicapped has been encouraged. The boards of education, readily accepting the challenge of the education of the mentally handicapped, have made available all their resources in terms of psychological services, special education consultants, and consultants in other fields. The establishment of the Advisory Committees for the programs for the retarded has facilitated closer liaison with the boards.

Recognising that the modern trend in education for the mentally handicapped is to provide educational programs in the community, many boards have provided new

training facilities or improved those that exist. This has reduced the number of classes located in limited and unfavourable quarters. A growing number of schools is now located in new, specially designed school buildings and renovated two or four-room elementary school buildings.

A new brochure under the title *Special Education Facilities for Mentally Retarded Children* has just been completed by the Special Education Section in co-operation with the School Planning and Building Research Section, to assist boards of education.

In order to keep pace with the changes that are taking place in the special education of the mentally handicapped, teachers must be alert to modern trends in education, to the many research studies developing new programs for the mentally handicapped, and to new demands for improved curricula. This year, the Department of Education offers two summer courses on *Teaching Trainable Mentally Retarded Children* — an elementary and an intermediate course.

Included in the program of professional development during the school year are regional conferences and workshops organized by teachers of mentally handicapped children, assisted by local boards of education and assistant superintendents in Special Education. In the spring of 1970, the Ontario Teachers' Association for the Mentally Retarded became part of the Ontario Education Association in order to bring its activities within the general pattern of provincial educational organization.

Attainment of the entry of the teachers of the mentally retarded into the Ontario Teachers' Federation was a further step toward integration of the program for the retarded within the general structure of public education.

Learning Disabled Children

The description "learning disabled" is the educational term that has been used in educational communications to replace the medical and psychological terms, "neurologically impaired" and "perceptually handicapped". Although the causes of the disability may not be clear, the educator is primarily concerned with children who appear as if they should be able to learn and yet are not learning to the extent that the results of an investigation by a professional team would indicate as feasible. Such children may exhibit retardation of speech, severe clumsiness, specific reading retardation, or be overactive, impulsive, easily distracted and unable to concentrate for any length of time.

Behavioural characteristics of this kind in many children make it most difficult to work with them in a school.

For those children who are unable to function within the regular class situation, the school boards have for some time been establishing segregated classes. Rehabilitation of the child to a regular class situation as rapidly as possible continues to be the purpose of such classes. The need is illustrated by the fact that, from 21 classes in 1964, the number has increased more than 8 times.

As in the case of the mentally retarded, a great deal of interest has been generated concerning the early identification of children who are learning disabled. Attention in the educational system is concentrated at kindergarten level, for which many screening devices have been and are being evaluated.

In an effort to assess progress being made in education for learning disabled children, our Special Education Section has been in communication with other provinces and with many of the states of the U.S.A. These exchanges have been mutually beneficial in determining the extent to which knowledge is increasing about children with learning disabilities and about instruments for uncovering the ways in which a child functions. A considerable amount of research has been devoted to children with serious reading disorders, of whom learning disabled children make up a large proportion. The Department will keep a close watch on this area so that current research can be made available to our own schools and institutions.

Children with learning disabilities are to be the subject of an examination by the United States Government for which a considerable sum has been earmarked. Our specialists will, of course, study the findings as they emerge, circulating whatever is of value to our boards of education and separate school boards to help them in shaping effectively their programs for children who are having problems learning.

Education for the Blind and the Deaf

In the Ontario Schools for the Blind and the Deaf, operated directly by the Department, we have a particular interest and a major responsibility in providing suitable educational programs for the visually and hearing handicapped children of the province.

Enrolment this year totals 960 students at the two Ontario

Schools for the Deaf, an increase of 63 over that of last year, with the result that the Milton school is filled beyond its designed capacity. Plans are progressing for the construction of a new Regional Centre for the Hearing Handicapped in London. This facility will be required very soon to relieve the situation at the Ontario School for the Deaf, Milton. Approval has been given for the construction of the new main school building at the Ontario School for the Blind, Brantford. Construction is expected to commence shortly on a new complex to replace the existing structure, which by next year will have served the province well for a hundred years.

A significant development in the operation of the schools for the deaf in the past two years has been the day-student program, in which 175 students are now participating on a day basis. This is about double the enrolment for last year. Reflected in this increase is the fact that more and more families are making their homes near the schools in order that their deaf children may attend as day students.

We are very pleased that the Hastings and Halton County Boards have each made available a classroom in one of their schools where a class of hard-of-hearing children and their teacher, from the respective schools for the deaf, are accommodated. The children concerned are involved in many of the regular school activities in order that they may enjoy as much contact as possible with hearing children.

Interschool sports and recreational events are another means by which the deaf and hard-of-hearing meet and play with hearing children in the regular schools of their areas. In 1969 the Milton football team won the Ontario Interscholastic High School football title in a closely contested game with Mount Forest District High School to round out a successful season of interschool play.

Nursery classes at the schools for the deaf and home-visiting teachers constitute a pre-school program which is gradually being improved by the addition of more teachers. This enlarges opportunity for deaf children by enabling them to start training as early as possible. At present 130 children are being served by these programs.

The one-year, full-time training course for qualified teachers at the Teacher Education Centre, Belleville, which develops trained teachers of the deaf for our two departmental schools, offers its facilities to divisional boards for the purpose of having teachers trained for their particular needs. Of the 40 teachers enrolled in the one-year course at

the present time, six are being trained for service with other boards.

The experimental program commenced recently, under which a number of blind students attend regular schools in Metro Toronto, is continuing in the current school year, 1969–70, with nine selected students. Two trained teachers of the blind, formerly on the staff of the Ontario School for the Blind, Brantford, provide support services for the regular classroom teachers involved. To broaden the experiment, two teachers from the North York Board of Education are at present under training as teachers of the blind at the Brantford school.

To mark the one hundredth anniversary of the Ontario School for the Deaf, Belleville, which, I am delighted to say, falls in 1970, the students and staff have been participating in a number of commemorative events. The Governor General of Canada recently honoured the school with a visit. On October 20th, the actual centennial date, a long and impressive record of service to the people of Ontario will receive recognition with proper ceremony.

I should like now to turn briefly to the Ontario School for the Blind in Brantford. Included in the present enrolment of 250 students are 204 from Ontario, five from Alberta, 18 from Saskatchewan, 18 from Manitoba, three from Quebec, one from the Northwest Territories, and one from Bermuda.

In cases where French-speaking parents, residing in Ontario, wish to have a blind or deaf child educated in their mother tongue, arrangements are made for the child to study in schools in Montreal, Quebec. At present 24 Ontario children are enrolled in such schools.

To conclude this account of the Department's work for the blind and the deaf, I would draw attention to an adult training program offered by the Ontario School for the Deaf, Milton, which has a current enrolment of 48 students. In this program, adult deaf persons who live within commuting distance of Milton receive training in such subjects as graphic and commercial art, metal trades, carpentry, dressmaking and sewing, business and commercial subjects, and language.

Libraries

Financial support for public library service in the amount of \$7,660,000 is provided this year. Part of this fund goes to assist the public libraries established by municipalities, and a portion supports the 14 regional library systems which encompass the province. In addition, a consultant service in the Department is available for technical assistance, seminars and workshops, publiciations, statistics, and similar purposes.

Most of the regional library systems that are now established feature of Ontario life were organized in the early 1960's as co-operative groupings of independent municipal libraries. Common facilities, which are available to all libraries under the regional system, include advisory, cataloguing, reference and mobile services. In several regions, the boards have developed cataloguing services which, in addition to relieving individual libraries of the task of classifying and processing books, have raised standards of service to the region as a whole. The regional systems are further working towards their objective of compiling regional catalogues to facilitate information retrieval and inter-loan of print and non-print materials among libraries. In recent years, the demand for such services has been growing everywhere.

One of the most important regional library systems is in densely populated Metropolitan Toronto, where the largest central public library in Canada is located. In North-western Ontario, three mobile libraries travel through an area of more than 100,000 square miles serving libraries in schools, communities, and Indian reserves.

According to recent statistics, Ontario records an annual circulation of seven books and other library items per capita. This is a higher per capita total than that of any other region of Canada and one of the highest in North America. It does not cover the circulations of our very busy school, college and university libraries.

Today, the term "library" no longer refers only to collections of books. Non-print materials, such as films, film strips, tapes, and phonograph records, play an essential and increasingly important part in library collections and services. Many libraries are expanding their cultural services to include art galleries, museums, auditoriums, and meeting rooms. Enthusiastic public response is a clear measure of the value of these additions to the life of the province.

Libraries are established by municipalities, school boards, and other institutions. Since they are very largely under

local control, the role of the Department is to assist them in developing viable regional units and further co-operation between libraries of various types. Recent examples of collaboration between public and school libraries have extended to joint use of film libraries, cataloguing centres, mobile libraries, and school library facilities.

Correspondence Courses

Enrolment statistics for correspondence courses are still on the rise. The 1969–70 enrolment was 48,133. Over 90 per cent of these students were adults studying secondary school courses. A total of 3,801 adults were enrolled in senior elementary school courses especially prepared for them. Trade courses absorbed a further 363 students. In addition, 966 children studied elementary school courses. Current trends indicate that the total enrolment for the year 1969–70 will exceed 50,000.

The services of the Correspondence Courses Branch include counselling of students and applicants for enrolment; provision of instruction at all levels from Grades 1 to 13 through the means of effective lessons; and correction of lesson assignments by teachers across the province who have demonstrated teaching ability and who are supervised by the Correspondence Courses staff. Textbooks in Grades 1 to 12, science equipment, shorthand dictation records and French recordings are provided on loan. Paper, envelopes, and postage are supplied at no cost.

The Branch has instituted a plan whereby topics in a subject will be offered as separate units. A student will be able to select for study topic units in a subject which are of particular interest and value to him, and to omit those which he does not wish to study.

Youth and Recreation

The Youth and Recreation Branch, in its second full year of operation, has made significant advances.

The sphere in which people find meaning and identity in this increasingly complex society is that of the neighbourhood and community in which they live, and so the services and resources of the Branch support, assist, and reinforce local authorities. Through the integration of the consultants of the Branch into the Regional Offices of the Department, much closer relationships have developed between the formal and informal elements of the Department's operation. At the local level and through the boards of education, schools are becoming, in growing numbers, focal points of community activities. I would point out to the Honourable Members that I refer here not exclusively to the opening of the school plant for recreation purposes but also to the involvement of the citizens of the neighbourhood in school programs, and to the informal program that is developed with the community school as the focus.

Relationships have been established with 54 Ontario sports governing bodies and resources have been made available so that they can increase the number of leaders and improve the quality of the existing leadership, which will attract more people to the programs for which they are responsible. Through the Central Ontario Track and Field Association, and in co-operation with the Federal and Metropolitan Governments and the Canadian National Exhibition, a track and attendant field complex has been installed at the Canadian National Exhibition. This much-needed indoor facility will be used for training and competitive purposes by members of track clubs and by elementary, secondary, college and university students. Its existence puts this province in the forefront of track and field development and provides one of the largest indoor tracks available in North America. In the years ahead, we shall hope to see the results in quality of performance among Ontario track and field athletes.

During 1970, the competitive swimming program operated by the Department in co-operation with the Canadian Amateur Swimming Association is being offered to all communities in the province and it is anticipated that more than 25,000 young people will become involved. A former world record holder and international competitor has been appointed to head up the program this summer.

Last year, I announced the formation of Sport Ontario, a federation of the governing bodies of the various sports in

Ontario. This organization was formed by the Department to provide services to 54 sports organizations and I am pleased to announce that the program of Sport Ontario is well advanced. Communications and administrative services are being provided, co-operative planning between sports groups is being achieved, and action for joint growth and development has been charted.

Ontario's teams to the 1967 Canada Winter Games in Quebec and the 1969 Canada Summer Games were declared national champions on the basis of points earned in the respective events. The 1971 Winter Games will be held during February 1971 in Saskatoon and the Branch is now engaged in selecting the Ontario representatives for the 16 events.

Again in the summer of 1970, Ontario Youtheatre, a drama organization conceived and developed by the young people of Ontario in co-operation with the Branch, will mount a production that will travel throughout the province during August and will play for one week at the National Arts Centre in Ottawa. Young people are assuming all the administrative positions as well as the production roles in the program.

In 1969, the Branch convened a Cinesources Conference for young people. This conference identified film sources and explored films as a communicative medium. Through this meeting and the regional conferences that are now being held throughout Ontario, another positive dimension has been added to the interests of our young people.

If adequate stimulus is to be given to the development of leisure-time pursuits in this province, trained leadership is required. In furtherance of this aim, more than 600 young people will be involved in the fall of 1970 in academic programs at the college and university levels which will prepare them for a career in recreation leadership.

In the fall of 1969, many of the Honourable Members of this House attended the first Ontario Sports Achievement Awards Banquet, which honoured Ontario citizens who have made a significant contribution to sports as provincial, national or international competitors, or as coaches, managers or executive personnel. It is worth noting in this context that more than 1,000 Ontario citizens won national or international sports events in 1969.

The Youth and Recreation Branch administers the camps at Lake Couchiching and Bark Lake. In 1969, these camps

served over 1,100 students and 2,800 adults in training courses and conferences. Further expansion of both the program and the facilities is projected this year.

A one-day workshop on outdoor recreation and education was held in March 1970 for representatives of organizations, institutions and other departments of government involved in this program area. On the basis of recommendations from this workshop, plans are now being made to co-ordinate and expand existing outdoor recreation programs.

The Branch organizes, supports and finances over 500 community projects and leadership training courses annually which involve over 18,000 leaders and several hundred thousand individuals. This program feeds candidates into the Leadership Development Program, which trains and certifies part-time and voluntary recreation, adult education, and youth leaders to ensure that the programs for which they are responsible may have competent leadership.

More than 500 municipalities in this province have now established municipal recreation departments and are eligible for grants to the programs of recreation which they conduct for their citizens.

Council of Ministers of Education, Canada

It is nearly ten years since the first standing committee of Ministers of Education was formed under the chairmanship of the Honourable John P. Robarts, then Ontario Minister of Education. Meetings were held annually until 1966 when the standing committee appointed an ad hoc committee to consider ways to improve interprovincial co-operation in education. This ad hoc committee recommended the formation of the Council of Ministers of Education to replace the standing committee and, in September 1967, the Council of Ministers of Education came formally into existence.

I am pleased to report that the year 1969-70 has again been a successful one for the Council. As a body which co-ordinates interprovincial co-operation and facilitates consultation with federal authorities in areas of mutual concern, it has made important decisions.

In December 1969 the Council appointed Mr. Maurice Richer as its first permanent secretary general. Mr. Richer took over his duties from Dr. Edison J. Quick, who, since 1968, had been seconded from the Ontario Department of Education to the Council and who played a valuable role in the initial stages of the Council's development.

Mr. Richer is a graduate of the University of Montreal and received an M.A. and Ph.D. from the University of Boston College, where he specialized in educational administration. From 1961 to 1968, Mr. Richer organized and directed a leading comprehensive school in Addis Ababa, Ethiopia. During this period, he was also special adviser to the Imperial Ethiopian Department of Education and Fine Arts and a consultant to the U.S. Peace Corps and Foreign Aid Program. For his outstanding achievements in Ethiopia, he was honoured by the Emperor with the Distinguished Service Award.

Provincial-federal negotiations are an important aspect of the work of the Council of Ministers. Recently, the Secretary of State, the Honourable Gérard Pelletier, and the Council reached agreement on a definition for the reservation of educational time and facilities for occasions when the Federal Government or its agencies and a provincial government co-operate to provide transmission facilities by cable or open broadcasting for educational programs. This agreement has the effect of encouraging the further development of educational television in all provinces.

Much of the work of the Council is carried out by committees composed of personnel from the ten Departments of Education. It is a system that provides the most up-to-date information to the Council and avoids duplication of research and services.

The Instructional Media Committee's frequent discussions with the Canadian Broadcasting Corporation and the National Film Board have resulted in a high level of co-operation in matters of common interest. The committee has also recently completed an inter-provincial study of the use and application of media in educational settings.

The Manpower Programs Committee is continuing to meet with federal authorities to review the relationship between federal and provincial departments regarding the Adult Occupational Training Act. Considerable progress has been made during these discussions towards improving intergovernmental communication.

The Curriculum Committee of the Council is at present exploring the entire question of Canadian studies and the first stage of a survey of instructional materials containing Canadian content is nearing completion.

The Post-Secondary Education Committee, through its Sub-committee on New Approaches to Student Assistance, is currently participating in discussions with the Federal Government to explore ways to improve methods of allocating financial aid for students. The implementation of the Canada Student Loans Plan has been a matter of concern in many parts of the country for some time. It is expected that these discussions will provide recommendations for plans by which equality of educational opportunity can best be achieved with the limited funds available.

The committees named are supported by a full-time secretariat located in the Council office in Toronto, which engages in a wide range of activities.

Participation of the Departments of Education in international relations is co-ordinated by the secretariat through the appropriate Federal Government authorities. The office prepares reports on education within Canada for inter-governmental organizations and their conferences, names delegates to attend international educational conferences, and formulates and distributes reports on proceedings at which the Council has been represented. Maintaining liaison

between the Departments of Education and intergovernmental educational organizations and co-ordinating international visits of education officials at the intergovernmental level are also the responsibility of the secretariat.

In all the work of the Council of Ministers, the Ontario Departments of Education and University Affairs have provided personnel to serve as chairmen and members of committees. I am sure the House will be pleased that our officials have been able to play a part in this interprovincial endeavour to further the development of education in Canada.

Conclusion

As the Legislature approaches its discussions of the Estimates for the Department of Education for the year 1970–71, it is clear that the participating components of our education system are engaged, perhaps more actively than ever, in intensive self-examination and constructive debate. Perhaps as one result of the reorganization of the school boards, our educational structure, finance, programs and practices are being reviewed across the province more critically than at any time in recent years — and the House is aware that the continuing review over the past decade has gone deep. Coming on the heels of several years of development and reform, this searching reappraisal is the product of two opposed pressures: on the one side, the undoubted aspiration of the people of Ontario for expanded opportunities and greater scope in education — education of higher quality — for their children, coupled with the effects of a huge volume of new knowledge and the sophisticated requirements of our developing economy in the extremely competitive framework of contemporary world trade; on the other side, a rising cost picture in all the segments of a modern education system: buildings, equipment and staff; larger numbers of pupils in schools; and price increases in the very elements that contribute to quality in education: more highly qualified teachers; a broader and deeper approach to education; and improved resources. Moreover, this graph of opposing forces applies not only to Ontario but to many large jurisdictions around the world.

The departmental officials and I see a very realistic posture on the part of the boards, as restructured, to these conflicting forces in education, and their search for solutions is enterprising. What is even more gratifying is the excellent business relationship and understanding of causes and aims that has developed between the boards and the Department in the early life of the new structure. It can honestly be said, I believe, that all concerned find this heartening and likely to have beneficial results for our students and for the system.

The Honourable Members play a creative role in this democratic interplay of forces during these years of vigorous evolution in Ontario education. They know, I believe, that very close attention is paid to the concerns of their constituents, as expressed in their well informed statements in this House, and through other channels.

What is established beyond doubt is the unflagging interest of the people of Ontario in every aspect of education. If this were not illustrated unceasingly by the press and the

electronic media, whose efforts are serious and praiseworthy, it would be kept constantly before me in the course of the travel commitments around the province that go with my function. It is gratifying, therefore, that on the rare occasions when I manage to accept an invitation from outside Ontario or outside the country, I find considerable respect, not to say admiration, for the great efforts that the Ontario educational community and our people have put forth over the past few years in furthering education.

No small credit for these achievements goes to the spirit and unending labour of the organizations that underpin Ontario's educational structure: such bodies as the Ontario School Trustees' Council, the Ontario Teachers' Federation, the Ontario Educational Association, l'Association canadienne-française d'Ontario, the Ontario Federation of Home and School Associations, and the Ontario Association for the Mentally Retarded, as well as others. All of us have the good fortune to be supported and served in the Department of Education by a team of senior officials and staff that can hold its own with any comparable group. It gives me very great pleasure to have this opportunity to thank them all.

